





















## EDUCATIONAL PROGRESS IN ALBERTA

Evolution of a System of Common, Secondary and Higher Education Which Has Placed This Province in the Front Rank Educationally. An Intensely Interesting Article Written for the Bulletin by James McCaig, Superintendent of Edmonton Schools.

If the people of the three prairie provinces get the idea that we are engrossed with material concerns it is partly our own fault. The interesting newspaper stories trained upon our material progress. These have been the chief inducements to the immigrants, the growth of towns and of their trade, with the advent of irrigation, of beet sugar making and very recently of oil. We have been identified with transportation. The immigration returns have been served up as it actually can, that the outstanding feature of the twentieth century is the growth of Canada, has been the immigration. The newspapers have made a mistake. It has caught the optimism of the time and helped it. The pessimism of the time has been done to show the gain to the country from the presence of the immigrant, but the schoolmaster has been steadily repeating that it was not a matter of pointed count perhaps, because it is the usual

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provincial grant, however, for maintenance is quite liberal, constituting about 66 per cent. of the maintenance cost. In the case of the towns and municipalities, the provincial grant depends in both cases on the percentage of attendance and the bonusing of this feature of efficiency seems to be the main incentive. The principal requirement to secure the establishment of a school is initiative. In the case of the towns and municipalities, there is a strong liability. A special officer is appointed to act as a species of commissioner, inspector and official agent. In the towns and municipalities, forty school districts have been created in the foreign districts. The inspection of schools is not left to local officers. Two cities of the province have local superintendents. This applies to the towns and municipalities. The private schools whose only distinctive character is the giving of religious training during the last hour of the school day, are few in number. These schools are at present seven, and none have been added since the province was

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The city school systems show a remarkable expansion with respect to the work and service rendered to pupils. The city school systems have students have been appointed and in considerable number such expansions have been made in the fields of art work carried on by competent supervisors have been introduced. The physical welfare of children in the city school departments are developing good commercial course.

Whether it should be graded or ungraded, the city schools have not been limited to the extent that they have in the eastern provinces. Of the 945 teachers employed at the city schools, 400 are males, a little over one-third of the number. One hundred of these were holders of the university certificate, and many of them were university graduates. On the other hand, the scarcity of teachers makes necessary the giving of certificates to persons who are not regularly qualified in order to keep

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It is understood to be the aim of the university to give special help to the teaching profession. It is not in itself a new idea that the university will be established in the university.

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members of the association and the meetings give a fine opportunity for exchanging ideas and securing the carrying out of improvements in respect to all phases of educational work.

A critical view of the whole field of educational work in the province is given the view that is characterized by a penetrating activity widely commensurate with activities of other kinds.

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beginning point for the work of the secondary school there is a demand for the labor and help from green boys and girls among the settlers and such strong demand for better origin to the opportunities for the country that the undeveloped resources of the country that the school experience of pupils is not as high as it should be. In 1907 only twenty per cent of the pupils in the capital and the province were in standards IV and above, that is,

**Eighty Per Cent Quit School** at the end of standard III. The number enrolled in the secondary school-standards VI, VII, and VIII, is only about two and a half per cent of the total enrollment. In the English speaking provinces of the Dominion it runs from five to seven per cent. As the secondary schools have not been able to supply the demand for the grants for this work are rather small relative to per capita cost of secondary education, and the country of developing a good class of secondary schools has not yet been able to the public mind to the extent it needs in the light of the country's needs.

The need of an environment of a good system of secondary schools is rather plain to see. It is not always that the public schools will be good enough to supply the need for teachers, and at present the need of teachers is very great. A large number of permanent teachers in the schools is a calamity, but one degree removed from calamity is the school at all. Permit teachers are those whose standing is not recognized as an equivalent to the regular grade of certificate or whose course of training is not adequate for our work. In most cases, however, the body of

**Permit Teachers** are those who have not sufficient previous interest to continue regularly or who hold expired low grade certificates from their previous training. The supply of eastern teachers is our normal school is being steadily diminished. The number of teachers training for work in the province will have to be doubled if not trebled before the demand will be met by the home product.

There is a probability that the expansion of the secondary school system will be accompanied by the introduction of practical or specifically vocational courses.

**Commerce, Industry and Housekeeping** is a new course in the popularity and usefulness of the secondary school in other places have increased as they tend to be diversified and broadened.

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